

## Textbook Alignment to the Utah Core – 1<sup>st</sup> Grade: Fine Arts, Health, PE, Science, & Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes ☒ No ☐*

Name of Company and Individual Conducting Alignment: Standard Media Services, LLC: David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name & grade of the core document used to align): 1<sup>st</sup> Gr. (5 Subjects) Core Curriculum

Title: Macmillan/McGraw-Hill Timelinks: All Together ©2009 ISBN#: 978-0-02-152020-1 (5-unit set)

Publisher: Macmillan/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 44 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0 %

**STANDARD I: Students will develop a sense of self.**

Percentage of coverage in the *student and teacher edition* for Standard I: 0 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0 %

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ☒

<b>Objective 1.1:</b> Describe and practice responsible behaviors for health and safety.				
<b>a.</b>	Practice appropriate personal hygiene (e.g., bathe, wash hands, clean clothes).			✓
<b>b.</b>	Describe the benefits of eating a variety of nutritious foods.			✓
<b>c.</b>	Describe the benefits of physical activity.			✓
<b>d.</b>	Describe substances that are helpful and harmful to the body.			✓
<b>e.</b>	Practice basic safety and identify hazards.			✓
<b>Objective 1.2:</b> Develop and demonstrate skills in gross and fine motor movement.				
<b>a.</b>	Participate daily in short periods of physical activity that require exertion (e.g., one to three* minutes of walking, jogging, jump roping).			✓
<b>b.</b>	Perform fundamental locomotor (e.g., skip, gallop, run) and nonlocomotor (twist, stretch, balance) skills with mature form.			✓
<b>c.</b>	Develop manipulative skills (e.g., cut, glue, throw, catch, kick, strike).			✓
<b>d.</b>	Create and perform unique dance movements and sequences that strengthen skills while demonstrating personal and spatial awareness.			✓
<b>Objective 1.3:</b> Develop and use skills to communicate ideas, information, and feelings.				
<b>a.</b>	Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).			✓
<b>b.</b>	Express how colors, values, and sizes have been controlled in artworks to create mood, tell stories, or celebrate events.			✓
<b>c.</b>	Sing a melody independently, with developing accuracy and a natural voice that is free from strain.			✓
<b>d.</b>	Create simple rhythm, movement, and melody patterns with body percussion and instruments.			✓

STANDARD II: Students will develop a sense of self in relation to families and community.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
<b>Objective 2.1:</b> Describe behaviors that influence relationships with family and friends.				
a.	Explain how family members support each other.	SE/TE: Unit 1: 2-3, 4-7, 10-13; Unit 3: 16-17		
b.	Describe tasks at home and school.	SE/TE: Unit 1:16-17; Unit 4: 2-3, 16, 30 TE: Unit 4: 1E-1F		
c.	Explain how families change over time.	SE/TE: Unit 3: 1, 4-9, 10-15		
d.	Recognize that choices have consequences that affect self, peers, and family.	SE/TE: Unit 1: 22-23; Unit 3: 16-17, 36-37 TE: Unit 4: 1C-1D, 8		
e.	Describe behaviors that initiate and maintain friendships.	SE/TE: Unit 1: 22-25, 26-27; Unit 3: 16-17, 20-21, 26-27; Unit 4: 8-9, 18-19; Unit 5: 16-17 TE: Unit 3: 1E-1F; Unit 4: 16		
*Some students may not be able to sustain activity for one minute due to various medical concerns.				
<b>Objective 2.2:</b> Describe important aspects of the community and culture that strengthen relationships.				
a.	Practice democratic processes (e.g., follow family and classroom rules, take turns, listen to others, share ideas).	SE/TE: Unit 1:14-15, 18-19, 24-25, 26-27, 30; Unit 4: 5, 18-19; Unit 5: 1, 8-9, 10-11, 12-15, 18-23, 24-29 TE: Unit 4: 1C-1D, 4		
b.	Describe physical features surrounding the home, school, and community.	SE/TE: Unit 1: 1, 6, 8-9, 16-17, 18-19		

<b>c.</b>	Identify changes in the school and neighborhood over time.	SE/TE: Unit 3: 36-37		
<b>d.</b>	Identify and use technology in your home, school, and community (e.g., computer, TV, radio).	SE/TE: Unit 4: 25 TE: Unit 4: 28-29		
<b>e.</b>	Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance.	SE/TE: Unit 2: 28-29; Unit 3: 30-37; Unit 5: 2-3, 4-7, 8-11, 16-17, 20-21, 22-23, 32-37, 40 SE: Unit 5: R1 TE: Unit 5: 1E-1F; Unit 5: 26; R12		
<b>Objective 2.3:</b> Express relationships in a variety of ways.				
<b>a.</b>	Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.	SE/TE: Unit 1: 11, 14-15, 20-21, 27, 28-29, 33-39; Unit 2: 2-3; Unit 3: 10-15, 26-27, 33; Unit 5: 4, 6-7 TE: Unit 1: 1E-1F, 10, 12; Unit 2: 4; Unit 3: 1E-1F, 10; Unit 5: 3		
<b>b.</b>	Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others.	SE/TE: Unit 1: 33-39; Unit 4: 31-37 TE: Unit 1: 15; Unit 3: 28; Unit 4: 8; Unit 5: 8, 28		
<b>c.</b>	Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.	SE/TE: Unit 1: 32; Unit 3: 40; Unit 4: 38 TE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40;; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40		

**STANDARD III: Students will develop an understanding of their environment.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>31</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material (titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries ✓</b>
<b>Objective 3.1:</b> Investigate plants and plant growth.				
<b>a.</b>	Observe and draw pictures of plants.			✓

<b>b.</b>	Compare seeds of plants and describe ways they may be carried through the environment (e.g., wind, water, animals).			✓
<b>c.</b>	Observe and describe plants as they grow from seeds.			✓
<b>d.</b>	Identify how people use plants (e.g., food, clothing, paper, shelter).			
<b>e.</b>	Investigate and report conditions that affect plant growth.			✓
<b>Objective 3.2:</b> Investigate water and interactions with water.				
<b>a.</b>	Observe and measure characteristics of water as a solid and liquid.			✓
<b>b.</b>	Compare objects that float and sink in water.			✓
<b>c.</b>	Measure and predict the motion of objects in water.			✓
<b>d.</b>	Describe how plants and people need, use, and receive water.			✓
<b>Objective 3.3:</b> Demonstrate how symbols and models are used to represent features of the environment.				
<b>a.</b>	Use map skills to identify features of the neighborhood and community.	SE/TE: Unit 1: 8-9; Unit 4: 20-21, 29		
<b>b.</b>	Create representations that show size relationships among objects of the home, classroom, school, or playground.	SE/TE: Unit 1: 9; Unit 2: 34-35		
<b>c.</b>	Identify map and globe symbols (e.g., cardinal directions, compass rose, mountains, rivers, lakes).	SE/TE: Unit 4: 20-21, 29; Unit 5: 30-31, 39		
<b>d.</b>	Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Pacific Ocean, Atlantic Ocean).	SE/TE: Unit 2: 20-21, 31, 32-33, 35, 37, 38; Unit 3: 28-29 SE: Unit 2: R1, R2 TE: R3, R4		